



## Market Field School Attitude to Learning Policy

Market Field School is about being the best you can be. We strive to ensure a consistent approach, underpinned by coherent procedures within an all embracing curriculum.

We are proud of the quality of care and support extended to all students and staff. Each individual deserves recognition and respect within a culture of reward and high expectations. Our students are encouraged (where possible) to grow in understanding and to acquire the qualities, skills and values which will prepare them for the opportunities, responsibilities and experiences of adult life.

We work towards creating positive partnerships between home, school and the community. This fosters caring relationships which support the growth of the individual as a member of the wider community.

## Aim

To promote, recognise and reward students' good attributes:

- Attitude to learning
- Work ethic
- Attainment
- Respect and responsibility
- Social and Mental Wellbeing and contribution to the wellbeing of others.

We understand a good Attitude to Learning policy reflects the vision of the school and supports the quality of the relationships in the school. It aims to promote mutual respect, self-responsibility, courtesy, self-esteem, preparedness to listen and a happy, safe, effective working atmosphere. Positive attitude to learning is always acknowledged and rewarded which creates a valuable learning environment with mutual respect and positive outcomes. Positive praise and rewards are seen as aids to foster respect, responsibility and self discipline to create a good working atmosphere. Rules

### Code of Conduct:

The school code of conduct encourages following the school rules, discipline, respect for self/others and consideration of their needs. Movement around the school should be calm so that everyone keeps safe.

Our one school rule is that:

**Everyone will act with kindness, respect and consideration for others at all times.**

This means that:

- **You will always try to understand the other persons point of view.**
- **In class you will make it as easy as possible for the teacher to teach and other learners to learn.** (this means arriving on time for your lessons with everything you need for the lesson, beginning and ending lessons in a polite and kind way, listening carefully, following instructions, helping each other when appropriate and being quiet and sensible as instructed)
- **You move gently and calmly around the school.** (this means never running, barging or shouting but being ready to help others out by holding doors open, helping smaller or more vulnerable students get up and down the stairs safely, offering to help if someone looks like they are struggling and keeping to the side of the corridor so everyone can get past)
- **Always try and speak politely to everyone.** (even if you are angry) and use a low voice. Shouting is not the answer and won't make you feel better.
- **Listen** whenever you are required to.
- **Keep the school clean and tidy so that it is a welcoming place we can all be proud of.** (this means putting your rubbish in the bins, keeping walls and furniture unmarked and taking care of displays, classrooms and other children's work.
- **Out of school** – remember that the school's reputation depends on your attitude on your minibuses and taxis and on social media as well.

## **Roles and Responsibilities**

### **Staff**

All staff will apply a consistent and fair approach to supporting good behaviour by maintaining high expectations of all students and upholding three basic expectations:

- ✓ Ready to Learn
- ✓ Right Attitude
- ✓ Respect other people and property

### **All Staff will contribute to the three basic expectations by;**

- Implementing appropriate teaching strategies to enable all students to achieve their potential
- Developing supportive mutually respectful relationships between students and parents/carers
- Following clearly defined procedures as set out in this policy
- Rewarding good behaviour and learning achievements
- Applying sanctions fairly, consistently, proportionately and reasonably
- Providing support through the pastoral system both in class and through the wellbeing team
- Informing parents/carers of their child's behaviour – positive as well as negative, use appropriate methods of engaging them (phone calls, homework diaries, Dojo, open door) and, where necessary, support them in meeting their parental responsibilities.

### **Parents/Carers**

The school sees parents/carers as important partners in encouraging positive student behaviour, attendance and punctuality.

Parents/carers are expected to sign and follow the Home School Agreement on admission to Market Field.

### **Parents/carers can help by supporting staff in upholding the three basic expectations:**

- ✓ Ready to Learn
- ✓ Right Attitude
- ✓ Respect other people and property
- Developing and supporting mutually respectful relationships between students, parents/carers and staff
- Sending their children to school on time, every day, in the correct uniform and with all the necessary equipment (such as PE kit on a PE day, a change of clothes on a Forest School day)
- Supporting the school in its high expectations of student behaviour, attendance and high standards of achievement

- Maintaining regular communication with the school, including informing us of an absence, attending parents' meetings (such as Annual Review meetings, parents evenings) and keeping appointments such as medicals arranged in school with the visiting medical professionals.
- Signing the Home School Agreement
- Informing the school of concerns which may affect the child's learning/well being
- Encouraging and supporting their children's academic progress
- Providing the school with feedback on how policies and practices might be made more effective

### **Students**

It is expected that students will:

#### **Respect and meet the three basic expectations:**

- ✓ Ready to Learn
- ✓ Right Attitude
- ✓ Respect other people and property
- Arrive to lessons on time and remain in them
- Come to school prepared and ready to learn
- Attend regularly and punctually in correct uniform and with all necessary equipment for lessons
- Always produce their best work and allow others to do the same
- Respect the rights of teachers to teach and students to learn
- Listen carefully and follow directions the first time they are given
- Show respect for others
- Deal with conflict in a non-aggressive manner
- Accept sanctions in an appropriate way
- Not bring into school any item which you would be upset if it were to be lost, damaged or stolen
- Respect school property and the property of others
- Not smoke, chew gum, drink alcohol or take any illegal substances in school
- Not bring into school any item which could, in the judgement of the school, endanger the safety of self or others
- Sign the Home School Agreement

## **The Board of Trustees**

- To ensure that the school's Attitude to Learning policy promotes positive attitude to learning, is non-discriminatory and the expectations are clear
- To ensure the policy is promoted to students and parents/carers
- To support the Chief Executive and the Head of School in the monitoring of exclusions of different groups of students including students supported by the Pupil Premium (FSM/LAC) and those from minority ethnic and vulnerable groups.

## **Rewards for Positive Attitude to Learning**

Our classrooms need to be as positive and welcoming as we can make them with every student given the opportunity to succeed. Everyone should feel confident that they have an opportunity to get it right when they enter a lesson. It is recognised that praise is more effective than sanction and that positive behaviour and good attendance are more likely to be fostered in a climate of rewards and encouragement. We need to catch our students getting things right and reward them for these everyday successes to promote positive Attitude to Learning.

### **Classroom staff will reward and celebrate achievement in lessons by:**

- Regular use of verbal praise
- Log Positive Achievements on Dojo (Dojo points)
- Display of good work
- Use of 'star of the day' (Primary) and 'praise postcards' (Senior) home
- Positive phone calls to parents/carers
- Reward stickers

This system is aimed at ensuring that rules and rewards are consistent across the whole school and every child is acknowledged. Its aim is to contribute towards raising standards and ensuring that all students are treated fairly.

### **Teaching staff will reward and celebrate achievement by:**

- Nominate individuals for effort and achievement via Achievement Breakfasts/Lunches
- Nominate students for Star of the Week
- Regularly nominate students to be rewarded for outstanding contributions throughout the year through special reward trips – such as trips to the cinema/theme park/tourist attractions

In addition, Phase Leaders and the Senior Leadership team will reward individual students, at their discretion, for miscellaneous reasons such as marked improvement grades, improved attendance/punctuality etc.

The Phase Leaders will monitor the achievement points and record formal rewards given.

### **Graduated Approach to Attitude to Learning**

The best place to manage, challenge and improve Attitude to Learning is in the classroom.

The following three simple classroom expectations should be reinforced by all staff and students at Market Field School:

- ✓ Ready to Learn
- ✓ Right Attitude
- ✓ Respectful of others and property

Whilst we have a responsibility to uphold good standards and discipline in schools, as teachers and support staff who work with young people, we also have a responsibility to model positive attitudes.

The modelling of positive attitudes is to occur both explicitly and implicitly. Respect, politeness, punctuality, conflict resolution and conflict avoidance are to be taught implicitly and modelled on a daily basis. There are also aspects of Attitude to Learning that are to be taught through explicit areas, for example SMSC, Form Time, Assemblies and Curriculum Enrichment Days.

It is acknowledged that some students will make mistakes and poor decisions, but we need to consistently give them the opportunity to get it right. This section refers to instances of low-level or persistent disruption in the classroom. As a school, we will support staff in promoting positive attitudes to learning through a graduated approach to Attitude to Learning with clear procedures that are followed and understood by all.

The school does not accept inappropriate attitude to learning that affects the education and well-being of others. The school recognises that a variety of responses will be necessary following inappropriate behaviour and will carefully consider the implications of actions they may take. They will consider the interests and any additional needs of the students involved and the interests of other members of the school and local community.

### **Recording and Reporting**

#### **Inappropriate Attitude to Learning**

**Recording in SIMS** - It is important to record information relating to student Attitude to Learning. In circumstances where a member of staff has addressed the issue, this information should be recorded directly into SIMS, accessed through student Attitude to Learning records or through class registers. This will enable us to identify any patterns in behaviour.

## **Attitude to learning strategies embedded in every classroom**

Teachers are expected to manage Attitude to Learning within the classroom using classroom management strategies including teaching and modelling positive Attitude to Learning and reinforcing classroom/whole-school expectations. At this initial level, staff would be discouraged from adding Attitude to Learning SIMS if it falls within the remit of day-to-day classroom management.

### **Graduated Approach**

All staff will be encouraged to allow the student the opportunity to get it right, an opportunity to modify their Attitude to Learning and to make a positive choice, this would involve remaining 'on green' on traffic light systems.

Once this opportunity has been given, a clearly communicated Formal Warning should be communicated to the student to send a message that their Attitude to Learning is not acceptable and is disrupting the learning of others, this would involve moving to amber on the traffic light systems.

Following a formal warning, if the student continues to disrupt learning, they should be sent to the Phase Leader and they will be moved to red on the traffic light system. The student should be sent with work to complete. The student will be expected to work in silence in the Phase Leaders classroom (or in a place chosen by the Phase Leader if not appropriate for them to be in the classroom at that time). The class teacher should record the incident on SIMS along with the action taken. This will enable us to identify patterns in behaviour

A referral to the Phase Leader should carry a clear and consistent sanction, a break time detention at break the next day - ideally with the classroom teacher who referred the student in order to convey the clear message that the classroom teacher is addressing the Attitude to Learning of the student concerned. Students who are repeatedly referred to the Phase Leader should be referred to the Senior Leadership team.

All staff/phases are expected to apply the above procedures consistently and fairly for all students. In cases where student Attitude to Learning remains a cause for concern, despite the procedures being followed, or in cases where an instance of serious Attitude to Learning has occurred, the following processes should be followed.

### **On-call procedure**

The Attitude to Learning Coordinator/Attitude for Learning support team will be On-call to support in instances of serious/significant disruption. On-call should only be used in these instances:

1. When a student has been referred to the Phase Leader and continues to disrupt learning.
2. When a serious Incident has taken place (violent conduct, persistent verbal abuse towards a member of staff, racist incident).

The primary objective is to reintegrate a young person back in to the learning environment in order to make progress. If this cannot occur, a young person will be taken to the Attitude for Learning room where they will complete relevant work and have time to calm and reflect.

## **Procedure for Investigating Serious Incidents**

When On-call is requested to attend a serious incident, it will be the responsibility of the staff member on-call to gather evidence relating to the incident. The student(s) involved should be isolated whilst the incident is investigated. Where required, any witnesses to the incident should also be asked to complete a statement, particularly where the facts are disputed.

Once Statements have been collated the On-call member of staff should pass the statements on to the Senior Leadership team who will consider an appropriate sanction in consultation with the Attitude for Learning coordinator and form tutor. If internal exclusion is considered to be an appropriate/proportionate sanction, the Senior Leadership team will inform all parties involved, this may be by email for speed of communication. If a Fixed Term or Permanent Exclusion is deemed to be an appropriate/proportionate sanction, the Headteacher/Head of School will liaise with the Attitude for Learning Coordinator and class team.

## **Restorative Practices**

Following any serious incident involving conflict between two parties (student-student or student-staff), consideration should be given to Restorative Practices. Parties should be brought together in a restorative meeting, facilitated by an experienced member of staff. Phase Leaders would be most welcome to participate to support the process. The aim of the Restorative Meeting is to restore a positive working relationship between the two parties (staff-student, student-student). Similar practices should be established within Phases where the Head of Phase will support the member of staff and the student to repair their relationship to support future learning and progress.

## **Feedback to staff**

The member of staff dealing with an incident has a responsibility to feedback to the member of staff reporting the incident as to the action that has been taken and the agreed next steps

## **Sanctions for Serious/Persistent poor Attitude to Learning**

Following a serious incident, or persistent, continuous disruption despite previous sanctions, a more serious sanction may be necessary. The school will have two possible sanctions that may be applied. The school will use internal exclusion and fixed term exclusion when a serious incident occurs or persistent poor Attitude to Learning and disruption of others' learning continues after other sanctions have been used. All incidents are fully investigated and students and staff are given the opportunity to make a written statement on a Serious Incident Form.

## **Internal Exclusion (IE)**

Students placed in IE will work in isolation for a number of days to be determined by the Attitude to Learning Coordinator, the Phase Leader and the Senior Leadership Team. If the decision is taken to place the student in IE, parent/carers will be contacted by phone and by formal letter to be informed of the decision. Whilst in IE the student will complete work related to their timetable for the day. Staff will be asked to supply work for the student. The student will remain in IE through break-time and lunchtime. They will eat their lunch in IE. The student will be escorted for "comfort breaks" before break and lunchtime to avoid contact with other students.

## **Fixed-Term Exclusion (FEX)**

The decision to apply a FEX should only be taken by the Headteacher (or Head of School in the Head teacher's absence). The Head teacher will consider all exclusions in line with current regulations. Where exclusions are issued, telephone and letter communications will inform parents/carers of the nature of the incident, the length of exclusion along with the date and time for the re-integration meeting prior to the student being re-admitted to school. During days one to five of an exclusion parents/ carers are legally responsible for their child's whereabouts, with the possibility of a penalty notice being issued by the Local Authority if the child is found in a public place without reasonable justification. School must provide work for pupils who are excluded.

A FEX can be set at anything between 1 and 5 Days. Any term longer than 5 days will require the school to provide educational provision from Day 6.

## **Permanent Exclusions (PEX)**

Only the Head Teacher can take the decision to PEX. The Head Teacher will only take this decision in extreme serious incidents and will consult with the Governing Body. The process for parent/carers challenging a Head's and the Governing Body decision to permanently exclude a student has changed. The old system of independent appeal panels has been replaced by independent review panels. Where requested by a parent/carer, a Special Educational Needs expert (separate to Market Field School) needs to be appointed by the Local Authority to advise the independent review panel. The independent review panel can uphold the decision to permanently exclude a student, recommend that the governing body reconsider its decision, or direct the governing body to reconsider its decision. A direction to reconsider is limited to circumstances where a panel decides that the school has acted illegally, irrationally or where there are significant flaws in procedure. Where a parent/carer alleges discrimination (under the Equality Act 2010) in relation to a fixed period or permanent exclusion, they are able to make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination)

*The head teacher's duty to inform the governing body and the local authority about an exclusion*

### **A guide to the law**

*The head teacher must, without delay, notify the governing body and the local authority of:*

*A permanent exclusion (including any decision to make a fixed term exclusion permanent); exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in any one term; and exclusions which would result in the pupil missing a public examination.*

*For all other exclusions a head teacher must notify the local authority once a term. Where a school has more than three terms a year they must agree with the local authority three terms in which the information will be provided.*

*Notifications must include the reasons for the exclusion and the duration of any fixed period exclusion.*

*For a permanent exclusion, if the pupil lives outside the local authority in which the school is located the head teacher must also advise the pupil's 'home' authority of the exclusion without delay so that they can make arrangements for the pupil's full-time education from the sixth school day of exclusion.*

*Schools must also provide the following information in relation to exclusions within 14 days of a request by either the local authority or Secretary of State*

- The name, age, gender and ethnicity of any excluded pupils as well as details relating to their ECHP paperwork.*
- The length of, and reason, for any exclusion.*
- Whether the pupil was looked after (as defined in section 22 of the Children Act 1989).*

*For fixed period exclusions of more than five school days involving pupils of compulsory school age, what alternative provision was put in place for the pupil.*

Market Field School works tirelessly to explore alternatives to fixed term and permanent exclusions of students.

### **Attitude to Learning Support**

It is recognised that some students will need additional support. Analysis of data such as attendance, lack of academic progress (teacher key assessments), on-call, internal exclusions, will assist Market Field in identifying students experiencing Social, Emotional and Behavioural difficulties. Staged intervention will then be put in place; regular meetings with the Attitude to Learning Group, Phase Leaders, the form or class teacher, parent/carers and the Wellbeing team will take place evaluating the support provided and progress.

### **Bullying**

See Anti Bullying Policy and reporting bullying incident form.

#### Use of Reasonable Force

In the 2013 guidelines for Using Reasonable Force, it describes reasonable force as follows:

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

At Market Field School, reasonable force will only be used if no alternative can be sought.

Members of staff should be aware of their own personal safety at all times. Staff are reminded that they have an ongoing duty of care and a collective responsibility for maintaining good order and health and safety and should always work to diffuse rather than escalate a situation using the Essex Steps De-escalation script..

Some examples of situations where reasonable force might be used are:

- To prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils
- To prevent a pupil causing deliberate damage to property
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object/s, including injury to themselves.

- To ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;
- To prevent a pupil behaving in a way that seriously disrupts a lesson; or
- To prevent a pupil behaving in a way that seriously disrupts a school event or school visit.

For further advice and guidance visit the Department for Education website; <http://www.education.gov.uk/aboutdfe/advice/f0077153/use-of-reasonable-force/what-isreasonable-force>

Any incidents where a member of staff is required to restrain a student must be recorded on a Restraint form as outlined in the safe hold policy

### **Searching, Screening and Confiscation**

The School has powers to Search and Screen for Prohibited Items and to confiscate these as necessary. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is to be used
  - i) To commit an offence,
  - ii) To cause personal injury to, or damage to the property of any person (including the student)

### **Drugs, Knives and Dangerous Items**

The school takes very seriously the issue of drug use and knife crime and the dangers surrounding these. It is our policy that any student found on the school premises with drugs, a knife; blade or item of a similar nature is immediately excluded from school and removed from the premises either by parents/carers or police as appropriate. This is followed by a thorough investigation. The sanction for this offence could be permanent exclusion. The school retains the right to search and confiscate such items as outlined above and as described in law.

The school will make 999 calls if there is any perceived risk to staff or students.

Members of the Senior Leadership Team are designated with the authority by the Head Teacher to search students if they believe they may have possession of drugs or weapons. There will always be two members of staff present, at least one of whom will be the same sex as the student.

## **School Dress Code/Piercings**

- The school dress code has been agreed in consultation with parents/carers and students and is designed to provide smart, practical and relatively inexpensive clothing for school
- There is an expectation that the majority of students will dress in line with the code, when in school and when travelling to and from school. Where students cannot wear part of the school uniform (for example, needing to wear unbranded tracksuit bottoms because of toileting problems), the expectation is that they will wear the parts of the school uniform that they are able to wear.
- Where problems exist in providing school clothing, parents/carers are asked to discuss this with their child's teacher.
- Details of school dress is set out in the in the School Prospectus
- Parental support with this policy is central to its effectiveness.
- If a student arrives at school without correct uniform, wherever possible, they will be provided with the required items of uniform until the end of that school day.
- Any facial/body piercing deemed by the Phase Leaders to be a risk to the Health and Safety of students should be removed. Where a student arrives at school with such a piercing, they will be asked to remove the item of jewellery. Earrings should be small, single stud design and not hooped.
- Students are only permitted to wear make up in year 10 and 11. Make up should be discrete and the aim is to get students prepared for the working world. Nail varnish should not be worn by any student. Make up worn by younger students or which is deemed to be heavily applied will be removed by the student after instruction by the Phase Leader.

## **Monitoring and Evaluation**

The Head teacher, Head of School, Senior Leaders, Phase Leaders, Attitude for Learning Coordinator, Head of Wellbeing and the relevant Trustee will monitor the use of sanctions to ensure that individuals and groups are not unfairly treated or disproportionately represented. The identification, recording, monitoring and evaluation of behaviour will be undertaken by reviewing the following sources of information:

- Behaviour records
- Attainment/achievement record on SIMS
- Attendance data
- On-call data
- Exclusion data
- Student Files – parental communication
- Intervention Records on the student Chronology
- Outside Agency involvement

By the regular and systematic collection of behaviour data, followed by thorough analysis, we are able to monitor progress allowing school staff to work with students and their parents/carers to provide appropriate intervention where required.